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ABSTRACT

This annotated bibliography was prepared in conjunction with a study of the career contingencies of the rehabilitation counselor involving sociological concepts such as career, role, and profession. Literature for the bibliography was selected for inclusion on the basis of its being a basic reference in the field or its relevance for rehabilitation today. References for journal articles about rehabilitation and psychology, and publications of the Veterans Administration and Vocational Rehabilitation Administration are included. Materials are listed alphabetically by author; in those cases where there is no author, they are listed alphabetically by title. A cross-index of references by subject is included. (BC)

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BIBLIOGRAPHY

WORKING PAPER #1

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ANNOTATED BIBLIOGRAPHY

Selected References On
PROFESSIONALISM AND REHABILITATION COUNSELING

WORKING PAPER #1

CAREER CONTINGENCIES OF THE REHABILITATION COUNSELOR
Rehabilitation Staff Studies
A Program of Research on Occupations and Professions in the Field of Rehabilitation

Supported in part by
The Vocational Rehabilitation Administration
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September, 1965

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PREFACE

The Sociology Department of Western Reserve University in cooperation with the Vocational Rehabilitation Administration is currently conducting a study of the career contingencies of the rehabilitation counselor. As a part of this research, literature pertaining to the rehabilitation counselor as well as sociological concepts such as career, role, and profession were examined. This annotated bibliography is a result of this phase of the study.

As the amount of material in these fields is quite large, not all references, unfortunately, could be included. Literature was selected for inclusion on the basis of its being a basic reference in the field or its relevance for rehabilitation today. When a reference appeared in both dissertation and article form, the article was selected for inclusion due to its wider availability.

In the field of rehabilitation, professional journals from 1940 to the present were examined. In addition, relevant materials from the literature of psychology were examined, as were publications of the Veterans Administration and the Vocational Rehabilitation Administration (formerly the Office of Vocational Rehabilitation). Various studies done under the sponsorship of the Vocational Rehabilitation Administration and/or the professional organizations in rehabilitation counseling were also reviewed. Literature from the field of sociology pertaining to concepts of profession, role, role conflict, and career contingencies are included.

Materials are listed alphabetically by author; in those cases where there is no author, they are listed alphabetically by title. A cross-index of references by subject will be found on page 49.

We hope you find this bibliography of aid in your professional undertakings.

September, 1965

1. ALEXANDER, Lilian. "United States Employment Service Appoints Employment Counselors." Occupations 24 (October, 1945) 5-6,48.

   The United States Employment Service has hired employment counselors to aid returning veterans in finding jobs. The author feels this should be one of the services offered at all times because counseling, to fit the person to the job, is one of the Service's implied responsibilities.

2. ALLAN, W. Scott. Rehabilitation: A Community Challenge. (New York: John Wiley & Sons, Inc., 1958).

   As the rehabilitation process is inter-disciplinary in nature, the rehabilitation counselor's main role is that of coordinating the various agency services with the client's needs. He assists the individual in securing and adjusting to employment consistent with the counselee's physical and mental capacities.

3. AMERICAN PSYCHOLOGICAL ASSOCIATION, Committee on Ethical Standards for Psychology. "Ethical Standards in Clinical and Consulting Relationships." American Psychologist 6 (1951) 57-64, 145-166, 427-452, 626-661.

   The psychologist's first responsibility is the welfare of his client. Only methods and instruments which have been proved effective and valid are to be used and confidentiality is of great importance. An awareness of one's limitations and competencies is essential.

4. AMERICAN PSYCHOLOGICAL ASSOCIATION, "Practicum Training of Counseling Psychologists." American Psychologist 7 (June, 1952) 182-188.

   Three levels of practicum training are advocated: (1) laboratory experience in the university for a few hours a week; (2) field placement for a few days a week where theoretical training is still paramount; and (3) a paid internship, half or full time, to bridge the gap between the university and actual practice. The goals are to teach awareness of the client's adjustment and development, a mastery of technique, and an introduction to the institutional aspects of the field.

5. ANDERSON, Lois (Ed). "Counselor Attitudes, Counselor Performance and Turnover as they Relate to Counselor Selection." Conference Report: Fifth Annual Vocational Rehabilitation Administration Region VI Rehabilitation Research Conference. (Minneapolis: Industrial Relations Center, University of Minnesota, 1963).

   This study of counselor turnover utilized the information available on application blanks of "stayers" (on the job for two years or more) and "leavers" (those leaving after less than 18 months). Discriminating items between "stayers" and "leavers" were: age, number and type of previous jobs, undergraduate and graduate majors, and score on written Civil Service examination. Non-discriminating items were: sex, amount of education, marital status, and score on oral Civil Service examination. However, those who stay are not always the most able and 75% of the "leavers" left for advancement and it was this group that had the most education.

6. ARFFA, Marvin S. et al. "The Role of a Student Organization in the Development of Professional Attitudes." Rehabilitation Counseling Bulletin 3 (September, 1960) 24.

   A student organization plays several roles in the professional training of rehabilitation counselors. Through its activities, it can promote membership and participation in national organizations, aid in recruitment, foster better communication, complement formal instruction and aid in research.

7. ARKANSAS VOCATIONAL REHABILITATION SERVICE. Vocational Rehabilitation: This is One Way. (Little Rock: Arkansas Vocational Rehabilitation Service, 1961).

   In many settings, the rehabilitation counselor has been expected to function in many roles other than that of counselor such as placement worker, public relations consultant, sociologist, and psychologist, roles he is not always equipped to perform. This study found that the counselor performed far better if he was only responsible for counseling, with the other professions on the team performing their own specific functions. As counseling is the core of the rehabilitation process, the counselor should serve as coordinator of the team.

8. BARBER, Bernard. "Some Problems in the Sociology of Professions." Daedalus 92 (Fall, 1963) 669-688.

   Differences between professions and occupations are of degree rather than kind. Four essential attributes of professionalism are: a body of esoteric knowledge; orientation toward community rather than self-interest; a high degree of self-regulation;

and a system of rewards in terms of work achievement symbols. In marginal or emerging professions it is the elite who are clearly professional and are attempting to professionalize the occupation first through establishing or strengthening codes of ethics and professional associations and secondly through pushing for legal licensure if it does not already exist. The efforts of the elite may be resisted by the rank and file because they perceive professionalism as a status threat. Professional roles may clash with organizational requirements; bureaucracies attempt to substitute differentiated role, authority, and reward structures for the professional's autonomy.

9. BEARDSLEY, Seymour W. "The Ideal Vocational Counselor." Occupations 26 (May, 1948) 528-531.

The vocational counselor should have the following personal qualities: interest in people; fundamental satisfaction derived from meeting, knowing and working with individuals; an interest in the scientific study of personality; and be well-adjusted, well-rounded, mature, socially adaptable, and studious.

10. BEATMAN, E.L. "How do Professional Workers Become Professional?" Social Casework 37 (October, 1956) 383-388.

Social workers should be considered professionals if judged by the standards applied to medicine, law, and teaching. There is a need for legal licensure as well as more social workers in private practice; this would help the field to achieve full maturity.

11. BECKER, Howard S. "The Career of the Chicago Public School Teacher." American Journal of Sociology 57 (March, 1952) 470-477.

Career refers to the patterned series of adjustments made by the individual to the network of institutions, formal organizations, and informal relationships in which the work of the occupation is performed. Movement in a career may be horizontal (from one position to another but at the same level) or vertical (from a lower to a higher position or vice versa). The public school teacher who moves from a less desirable to a more desirable school, but remains a classroom teacher, is an example of the former.

12. BECKER, Howard S. "Notes on the Concept of Commitment." American Journal of Sociology 66 (July, 1960) 32-40.

    As used in the sociology of occupations, commitment refers to the fact that people engage in consistent lines of activity. Commitments may be made deliberately or by default.

13. BECKER, Howard S. and James Carper. "The Development of Identification with an Occupation." American Journal of Sociology 61 (January, 1956) 289-298.

    This study of graduate students in three fields (physiology, engineering, and philosophy) specifies certain mechanisms through which identification with a career is developed. These mechanisms include: development of interest, acquisition of skill, acquisition of ideology (developed through participation in informal groups), internalization of motives, and the development of loyalty to the occupation.

14. BECKER, Howard S. and Blanche Geer. "The Fate of Idealism in Medical School." American Sociological Review 23 (February, 1958) 50-56.

    This study traces the idealism and cynicism of the student physician through the four years of medical education. The entering freshman, with high idealism about the nobility and service to mankind of his profession, becomes more and more cynical due to his pre-occupation with technical aspects of the case rather than with the patient as an individual. However, this cynicism appears to be a collective matter born of the student culture, for the original idealism reappears as the end of school approaches.

15. BECKER, Howard S. and Anselm Strauss. "Careers,Personality and Adult Socialization." American Journal of Sociology 62 (November, 1956) 253-263.

    Public knowledge of careers is crucial in determining the number of persons attracted to the field. Organizational positions are usually filled from within if acceptable personnel are available, otherwise "new blood" is brought in. When recruiting for undesirable positions, unique incentives must be offered; many times these posts are filled by those classified as failures, transients, or those who use the job as a temporary expedient. Students changing their main line of endeavor while remaining in the same general field are one source of recruitment for less well-known specialties.

16. BENNEY, Celia. "The Role of the Caseworker in Rehabilitation." Social Casework 36 (March, 1955) 118-123.

The caseworker's role in rehabilitation includes communication and interpretation of social findings to the team, enabling and preparing the client to use services other than casework, and concurrent treatment. Of the basic areas in rehabilitation, the caseworker is mainly concerned with the psychosocial rather than the medical or vocational areas.

17. BERENGARTEN, Sidney. "Pilot Study: Criteria in Selection for Social Work." in Social Work as Human Relations. (New York: Columbia University Press, 1949) 170-194.

This study at the New York School of Social Work determined basic attitudes and patterns of students selecting social work. Those students who were deemed suitable for social work had the following characteristics: maturity, sensitivity, related easily, reality minded, stable and independent, tolerant, and insightful. In those found unacceptable many neurotic traits were found including rigidity, defensiveness, dependence, and a lack of a mature emotional adjustment.

18. BIBLE, Bond L. and James D. McComas. "Role Consensus and Teacher Effectiveness." Social Forces 42 (December, 1963) 225-233.

Teachers rated high in effectiveness were found to have a greater degree of consensus on role expectations and a higher degree of job satisfaction than teachers rated low on effectiveness.

19. BLOCK, William E. "Operational Principles for Counseling the Disabled." Journal of Counseling Psychology 2 (Winter, 1955) 256-263.

The depth process must be used in counseling in order to understand underlying personality conflicts. The man, not the disability,must be counseled.

20. BLOOM, Samuel W. "Rehabilitation as an Interpersonal Process." in Sociological Theory, Research, and Rehabilitation edited by Marvin B. Sussman and Gresham Sykes. (Washington, D.C.: American Sociological Association, Forthcoming).

While rehabilitation theory advocates a holistic approach, the tendency has been to separate the process into two component parts; the establishment of capability and the utilization of this capability. The one-to-one, dyadic relationship has been

the most dominant in rehabilitation. This relationship can take one of three forms: activity-passivity, guidance-cooperation, or mutual participation.

21. BLUETT, Charles G. "Vocational Interests of Vocational Rehabilitation Officers." Occupations 24 (October, 1945) 25-32.

In a study of 45 male rehabilitation counselors who responded to the Strong Vocational Interest Blank, the most pronounced vocational interests were found to be Personnel Manager, Social Science Teacher, City School Supervisor, and YMCA Physical Director. Mathematician, Engineer, and Carpenter were the weakest interests. Bluett suggests administering this test to all applicants; if their profile is similiar to the one above, they are likely to be effective.

22. BRACELAND, Francis J. "The Role of the Psychiatrist in Rehabilitation." Journal of the American Medical Association 165 (September, 1957) 211-215.

The role of the psychiatrist in rehabilitation is predominantly advisory and educational, although he also performs a diagnostic and therapeutic function in the more difficult and complex cases.

23. BUCHER, Rue and Anselm Strauss. "Professions in Process." American Journal of Sociology 66 (January, 1961) 325-334.

Where other approaches to the study of professions focus on cohesiveness, a "process" approach emphasizes diversity and conflict of interest and their implications for change. This approach sees professions as loose amalgamations of segments pursuing different objectives in different manners in the following areas: sense of mission; the kinds of work and its organization; methodology and techniques; clients; colleagueship; interests; and associations. These segments tend to take on different ideologies and may assume a social movement character.

24. BUCKLEW, Reba M. and Vernon J. Parenton. "Occupational Aspects of Social Work." Social Forces 41 (October, 1962) 39-43.

As social work is an emerging profession, both the social worker's view of himself and his public image tend to be cloudy and contradictory. A sample of selected college students ranked the social worker as below medicine and the clergy with respect to other healing professions; while the social workers ranked themselves second. Both groups saw counseling as the profession most similiar to social work. The social worker was ranked by both groups as middle range in the occupational scale and low range in the professions.

25. BURCHINAL, Lee G. Career Choices of Rural Youth in a Changing Society. Publication #142, Agricultural Experiment Station, North Central Region. (University of Minnesota, November,1962)

Three categories of conditions affect every occupational decision: (1) knowledge of the work world; (2) personal ability, family and personal financial resources; and (3) the variety and intensity of experiences relevant to occupational choice. Since the majority of rural youth must move to urban areas for work and the urban youth, because of his superior education and motivation, is better prepared to compete successfully for available high-level positions, rural youth is at a great disadvantage.

26. CALDWELL, Betty. "Role Similarity on the Rehabilitation Team." Journal of Rehabilitation 25 (March-April, 1959) 11-13.

Professional differences in rehabilitation arise from the legitimately different perceptions each profession holds of the basic problems as well as from different goal oriented activities and objectives specific to the individual training experiences.

27. CANIFF, Charles, et al. "Rehabilitation Facilities and Social Trends." Journal of Rehabilitation 30 (May-June, 1964) 16-18.

Returning disabled war veterans created an awareness of the great need for rehabilitation and caused the definition of disability to be broadened so as to include more than just physical disability, In the rehabilitation process, many professions and agencies are brought together to function as an integral unit with over 2000 facilities identifying themselves as rehabilitative in nature. In the future, we are likely to see the establishment of rehabilitation facilities for those with specific disabilities as well as a broadening of the criteria for admission to these facilities.

28. CANTRELL, Dorothy. "Training the Rehabilitation Counselor." Personnel and Guidance Journal 36 (February, 1958) 382-388.

In a study of Veterans Administration counseling psychologists and state and privately employed rehabilitation counselors, it was found that most counselors saw the following areas - professional activities of the counselor, field work and supervised practice, psychology and testing, and occupations - as being essential in a training curriculum.

29. CARPER, James and Howard S. Becker. "Conflicts in the Development of Occupational Identification." Social Forces 36 (October, 1957) 51-56.

    Three sets of group expectations influence the development of an individual's identification with an occupation: generalized cultural expectations, specific family expectations, and occupational group expectations. If these three sets of expectations are contradictory and/or incompatible, the individual will experience difficulty in forming and holding his occupational commitments.

30. CARPER, James and Howard S. Becker. "The Elements of Identification with an Occupation." American Sociological Review 21 (June, 1956) 341-348.

    An occupational title, because of its symbolic meaning, tends to become an object of the individual's attachment. This identification also delineates the relationships with society expected of the individual in the occupation.

31. CARR-SAUNDERS, A.M. and P.A. Wilson. "Professions." in Encyclo- of the Social Sciences, Volume 12. (New York: The Macmillan Company, 1944) 476-480.

    The possession of an "intellectual technique acquired by special training, which can be applied to some sphere of everyday life" sets the professions apart from other occupations. At first, all professional men were ecclesiastics; it was not until the 16th century that the professions emerged from church control. Fostered by the guilds of the Middle Ages, forerunners of today's professional associations, group consciousness is an attribute of a profession. The growth of the number of occupations considered professions is due to the technical and social revolutions.

32. CLEMENTS, Stanley W. "The Counselor as He Sees Himself." Journal of Rehabilitation 23 (May-June, 1957) 5-12.

    Counselors differ in the ways they see themselves. These views are influenced by their own experiences and how they think others perceive them.

33. COGAN, Morris L. "The Problem of Defining a Profession." Annals of the American Academy of Political Science 257 (January, 1955) 105-111.

Three levels of a definition of profession are identified: (1) historical and lexicological; (2) persuasive; and (3) operational. Level 1 identifies and delineates the popular content. Level 2 induces the choice of activity, the undertaking of required training and the practitioner's commitment to an ethical code. Level 3 restricts the area of idiosyncratic professional behavior and tends to stabilize the boundaries between professionalism, unprofessionalism, and non-professionalism.

34. COLLINS, Hardin A. and Arthur E. Smith. "The Vocational Values of Rehabilitation Counselors." Rehabilitation Counseling Bulletin 7 (December, 1964) 42-46.

The Stefflre Vocational Values Inventory was administered to a sample of vocational rehabilitation counselors. The counselors were found to hold the following values: self-realization, altruism, job freedom, control, security, prestige, and money. No differences were found between the values held and variables of age, level of education, or counseling orientation.

35. COMMITTEE FOR THE STUDY OF DUTIES AND QUALIFICATIONS OF PERSONNEL. "Personnel Standards for Vocational Rehabilitation." Journal of Rehabilitation 12 (August, 1946) 32-33.

Minimum standards for the beginning rehabilitation counselor should include the possession of a Bachelor's degree with courses in psychology, counseling, vocational guidance, social case work, and sociology; the willingness to undertake further in-service training; good physical health and personal characteristics. The use of a minimum age for hiring counselors is suggested in order to insure that counselors will possess some degree of maturity.

36. "Convention on Brief-Facing Critical Issues on Counselor Preparation." Occupations 28 (May, 1950) 525-526.

Financial assistance must be offered to students in the field. Job analysis should serve as the basis for setting up training programs.

37. CORWIN, Ronald G. Militant Professionalism, Initiative and Compliance in Public Education. Paper read at the Ohio Valley Sociological Society Meeting, Lexington, Kentucky, May 6-8,1965.

Occupations in attempting to become professions seek a monopoly over work, a process which is usually militant. However, teachers appear to be fairly content to submit to the institutional groups which have always dominated them and to accept community control. This is probably due to the fact that teachers, for the most part, tend to be conservative types.

38. CORWIN, Ronald G. "Role Conception and Career Aspiration: A Study of Identity in Nursing." Sociological Quarterly 2 (April, 1961) 68-86.

Career aspirations are influenced by the type of role conception held, the certainty with which the role conception is held, and role frustration. In nursing, there are conflicts between the bureaucratic, professional and service roles. The type of training received by nurses was found to be related to the roles they identified with most.

39. COTTLE, William C. "Special Problems of the Rehabilitation Counselor." Journal of Counseling Psychology 5 (Winter, 1958) 295-299.

The issue of who is to direct the rehabilitation team will vary with the setting. Interpreting standard psychological test findings to the disabled client may present a special problem.

40. CUMMING, Elaine and Charles Harrington. "Clergyman as Counselor." American Journal of Sociology 69 (November, 1963) 233-243.

Typically, the clergyman refers more clients than he receives and uses more agencies to help him than vice versa. He is more likely to refer cases of deviant behavior than transitional problems and exigencies. His use of the counseling process is related to the size and socio-economic status of his congregation but not to his denomination.

41. DABELSTEIN, D. "Counseling in the Rehabilitation Services." Journal of Clinical Psychology 2 (April, 1946) 116-122.

Publicly supported programs of rehabilitation had their inception in 1920 with the passage of the Vocational Rehabilitation Act. Later, the Social Security Act placed vocational rehabilitation on a permanent basis and federal financial participation increased. In 1943, benefits were extended to the mentally as well as the physically disabled. Counseling today

is a combination of the measurement and guidance method of the psychologist and the case method of the social worker with the added feature of continuity of casework from referral through placement. Although psychologists seemingly have little interest in rehabilitation, the growing public interest in the field may stimulate the interests of psychologists.

42. DALTON, Melville. "Informal Factors in Career Achievements." Social Forces 56 (March, 1951) 407-415.

Despite management's statements concerning advancement solely on the basis of "honesty, ability, cooperation and industry," the author found that advancement depended not only on these factors but on others, such as religious, political and ethnic affiliations, as well.

43. DAVIS, Fred. "Deviance Disavowal: The Management of Strained Interaction by the Visibly Handicapped." in The Other Side, Perspectives on Deviance, edited by Howard Becker. (Glencoe: The Free Press, 1964) 119-135.

There are several stages through which a sociable relationship between a normal and a handicapped person typically pass. The first is that of "fictional acceptance" where there is a surface acceptance of the handicapped person with no indication of the normal's awareness of the handicap. The second is the "breaking-through" stage where the normal begins to relate to the handicapped person as a person and not to his handicap. The third stage is the "institutionalization of the normalized relationship" which is achieved by the normal suppresing awareness of the handicap or by his "surrendering some of his normalcy."

44. DAVIS, James A. Undergraduate Career Decisions: Correlates of Occupational Choice. (Chicago: Aldine Publishing Co., 1965).

This study of June, 1961 college graduates specifies some of the attributes associated with certain college majors. Although the entering freshman's specific career choice is unstable and his knowledge of what various careers involve is hazy, he is already oriented to the general type of occupation that is his destination. Career choice correlates for the education fields are: being female, non-money oriented, non-urban background, and wanting to work with people. The better scholars showed a tendency to defect from the field. Social science majors showed high academic performance, service and people orientation, and representation from those with urban and minority group backgrounds. They also held an "anti-money" orientation.

45. DIBBLE, Vernon K. "Occupations and Ideologies." American Journal of Sociology 68 (September, 1962) 229-241.

Diffusion of occupational ideologies into the larger society depends on: the occupation's rank, since acceptance of an ideology is related to the image society holds of the occupation; the parochialism of the ideology because the wider the ideology the more appeal it has to the larger society; the intended audience; the occupation's internal organization; and the relationships between practitioners and laymen.

46. DIMICHAEL, Salvatore G. "Characteristics of a Desirable Psychological Report to the Vocational Counselor." Journal of Consulting Psychology 12 (November-December, 1948) 432-437.

The psychologist's report to the counselor should furnish information on the counselee's aptitudes, abilities, skills, achievements, interests and personality patterns. It should include observations of the counselee's behavior, technical results and interpretations, recommendations and a summary.

47. DIMICHAEL, Salvatore G. "The Professed and Measured Interests of Vocational Rehabilitation Counselors." Educational and Psychological Measurement 9 (Spring, 1949) 59-72.

Male rehabilitation counselors from 14 states were studied. Their average college and graduate training was four and a half years with a very wide variation in college majors and minors, although the concentration was in education and social studies. The Kuder Preference Record showed the following high-scoring areas: social service, persuasive, and literary.

48. DIMICHAEL, Salvatore G. and D.H. Dabelstein. "The Psychologist in Vocational Rehabilitation." Journal of Consulting Psychology 10 (September-October, 1946) 237-245.

The psychologist's main role in vocational rehabilitation is the training of counselors in psychological principles and techniques of guidance and vocational adjustment. He also makes arrangements for psychometric services and may be called upon to handle difficult cases. As a consultant, his greatest contributions are in the areas of measurement, techniques of the counseling interview, personality appraisal, and research.

49. DISHART, Martin. A National Study of 84,699 Applicants for Services from State Vocational Rehabilitation Agencies in the United States. (Washington, D.C.: Department of Health, Education and Welfare, Office of Vocational Rehabilitation, 1964).

This study of 2,488 counselors in state vocational rehabilitation agencies found that male and female counselors averaged the same number of applicants processed. Those counselors who had been on the job the shortest time accepted a higher percentage of applicants with emotional disorders and the lowest percentage with visual handicaps. Counselors with higher educational levels accepted more clients as did those with adequate clerical aid. Counselors felt the greatest needs were for more facilities, more counselors, more money for case services and clerical help and more consultative services.

50. DISHART, Martin. Patterns of Rehabilitation Services Provided by the 90 State Vocational Rehabilitation Agencies of the United States. (Washington, D.C.: National Rehabilitation Association, 1964).

This study of the 90 state vocational rehabilitation agencies found that the case load was far lower in agencies for the blind than in non-blind agencies. Salaries paid ranged from $2,240 to $9,660. Directors expressed a desire for people who were professionally trained and had good interpersonal ability, experience and emotional health. Seventy-six out of 90 agencies reported having staff members who would be considered disabled, but a disproportionate number of these were in agencies for the blind.

51. EATON, J.W. "Role Expectations: The Social Worker Looks in the Mirror." Public Administration Review 23 (September,1963) 170-175.

This study of 282 Veterans Administration social workers concerning their role expectations found that only four percent of the social workers were status-quo oriented. Most wanted to move upwards, with teaching and research the most favored fields. While social workers acknowledged the necessity and benefits of the team approach, they showed much reluctance to communicate any information to persons outside their department.

52. EATON, J.W. "Social Processes of Professional Teamwork." American Sociological Review 16 (October, 1951) 707-713.

In teamwork relationships there are two types of authority. The first is "hierarchical teamwork" found mostly in government and industry, where there is a structural hierarchy of power. This type tends to overevaluate status and underevaluate personal contributions. The second type, that of "democratic teamwork"

is found most commonly in university settings where it is in accord with professional traditions of autonomy. Here efficiency in purely administrative matters is lost and communication is quite time-consuming.

53. EDDY, Elizabeth. "Rites of Passage in a Total Institution." Human Organization 23 (Spring, 1964) 67-75.

Since often neither the family nor welfare agencies will claim the patient, he is often sent back to the total institution; thus few patients ever make the transition back to society and rehabilitation is a false rite of passage. Because the rehabilitation team in such a setting is powerless to achieve its purposes, it tends to turn its major efforts in the direction of working out internal staff relationships, an example of means becoming ends in themselves.

54. EDDY, R.T. "Interest Patterns of Rehabilitation Counselors." Journal of Counseling Psychology 7 (Fall, 1960) 202-208.

638 rehabilitation counselors who had been on the job for three years or more and who expressed satisfaction with their work were given the Strong Vocational Interest Blank. A pattern of vocational interests emerged showing no differences by sex, but some by age and level of education. There was a high correlation with patterns of occupations of personnel manager, city school superintendent, social science teacher and minister. Correlation with the pattern for psychologists was low.

55. ELLING, Ray H. Health Organization and the Social Environment. (Pittsburgh: University of Pittsburgh, Social Science Unit, Department of Public Health Practice, 1965).

Professionalization attempt of an occupational group include selective acceptance of the best obtainable recruits, prohibition of entry through unapproved channels, development of influential channels of entry and various organized efforts through national and local associations. These efforts include: influencing work conditions, accrediting educational facilities, engaging in lobbying and political activities, restricting the supply of labor in the field, seeking external support for the group, and general public relations activities involving management of their public image.

56. FEDER, Daniel D. et al. Five Year Program of Professionalization of the Veterans Administration Counseling Service. Report of the Advisory Committee. (Washington, D.C.: Department of Veterans Benefits, June 29, 1956).

Several postulates which serve as the basis of a counseling service are: (1) the employment of the best current thinking and practice; (2) keeping pace with psychological developments; (3) the staffing of professional functions with appropriately trained professional personnel; (4) the maintenance of a flexible attitude towards functions and methods; and (5) the realization that the basis of the counseling process is helping the client. As the professional knowledge of the counselor has increased there has been less need for control of the counselor's methods.

57. FELTON, Jean S. "A Survey of Medicine and Medical Practice." Journal of Rehabilitation 29 (January-February,1963) 10.

The rehabilitation counselor needs some basic medical knowledge in order to understand medical reports, interpret to his clients the progress they have been making and as a basis for rehabilitative planning.

58. FINCH, F.H. "Qualifications for Rehabilitation Counselors." Occupations 15 (April, 1937) 628-630.

The rehabilitation counselor must be qualified in many areas. He must have knowledge of the fields of vocational guidance, personnel, statistics, social casework, labor problems, occupations, psychology and testing.

59. FLETCHER, F.M. "Symposium on Rehabilitation Counseling: The Role of Counseling Psychology in Rehabilitation." Journal of Counseling Psychology 1 (Winter, 1954) 240-243.

In rehabilitation, the counseling psychologist is mainly concerned with the client's adjustment phase, after treatment has been completed. Since the adjustment process is a varied one, his potential role is also varied. The suggestion is made that the counseling psychologist serve as coordinator of the work of case workers, occupational and physical therapists, nurses, hospital aides, and employment specialists.

60. FREIDSON, Eliot. "The Concept of Deviance and Changing Concept of Rehabilitation." in Sociological Theory, Research, and Rehabilitation edited by Marvin B. Sussman and Gresham Sykes. (Washington, D.C.: American Sociological Assocation, Forthcoming).

Institutions in the field of rehabilitation carry on four main activities with respect to the deviant: (1) they define deviant behavior and, in so doing, may even discover deviance where none was thought to exist and convince the public of its importance and existence; (2) determine who is deviant; (3) gain access to the deviant; and (4) attempt to rehabilitate him. A classification of deviancy according to whether it is curable, improvable, or incurable, and whether or not the individual is responsible or not for his condition is proposed. Whether or not the deviancy is stigmatizing depends on various combinations of these conditions. Research on the norms of society toward disability should be undertaken.

61. GARRETT, James F. (Ed.). Psychological Aspects of Physical Disability. Rehabilitation Service Series #210. (Washington, D.C.: Federal Security Agency, Office of Vocational Rehabilitation, Undated).

Psychology's main contribution to rehabilitation is not limited to the role of the clinical psychologist. There is an equally important role for the social psychologist, for social attitudes toward physical disability are of extreme significance in the emotional adjustment of the handicapped individual.

62. GARRETT, James F. and Edna S. Levine (Eds.). Psychological Practices with the Physically Disabled. (New York: Columbia University Press, 1962).

This collection of papers discusses the etiology and incidence, medical care, psychological implications, psychological appraisal, and rehabilitation of a series of twelve physical disabilities. The rehabilitation counselor's main role is to operationalize the program of other staff for rehabilitating the client.

63. GEISER, Peter. Some Social Factors Affecting the Power Structure and Status of a Professional Association in Reference to Social Work. (Unpublished Ph.D. Dissertation, University of Southern California, 1960).

The National Association of Social Workers was founded in 1955 as a single unified association. Although the basic requirement for membership is the possession of a master's degree in social work, there is a "grandfather clause" in existence and many members do not have any graduate work. In a study of the

membership in the Los Angeles area, Geiser found that as the individual moved up in the bureaucratic structure in which social work is practiced, he became less committed to the professional association. Those who possessed the master's degree were more committed to the methods and goals of the association. The social workers saw the lack of determinateness in the professionals' exercise of control over skills, practice and employment as the biggest disadvantage.

64. GETZELS, J.W. and E.G. Guba. "Role, Role Conflict, and Effectiveness: An Empirical Study." American Sociological Review 19 (April, 1954) 164-175.

This study examined role conflict between the simultaneously held roles of military officer and teacher. They found that (1) the extent of role conflict as seen by the individual is a function of the number and intensity of conflict expectations held by or placed upon the individual; (2) the greater the intensity of involvement the individual has in his role conflict the greater will be his ineffectiveness in at least one of his roles; and (3) the intensity of involvement in role conflict is related to certain attitudinal attibutes.

65. GLENN, Norval D. "Changes in the American Occupational Structure and Occupational Gains of Negroes During the 1940's." Social Forces 41 (December, 1962) 188-195.

Changes in the occupational structures which entail an excess of upward over downward mobility may promote an increase in the relative occupational status of disadvantaged minority populations.

66. GOLDIN, George J. "Rehabilitation Counseling Criteria." Rehabilitation Record 5 (September-October, 1964) 13-16.

Six criteria for evaluation of the rehabilitation counselor are suggested: his ability to select and make vocational placement; his knowledge and use of resources; his capacity to form a meaningful relationship with the client; his use of psychological principles; his attention to follow-up after placement; and his use of records.

67. GOLDMAN, Rosalene. "The Role of a Psychologist on a Vocational Counseling Service." Occupations 24 (May, 1946) 501-505.

There is a need to separate the counseling and testing functions in rehabilitation. Since testing may be a painful process and disturb the rapport built up between the counselor and his client, the psychologist should do all testing.

68. GOODE, William J. "Community Within a Community: The Professions." American Sociological Review 22 (April, 1957) 194-200.

A professional community is characterized by the following: its members are bound by a sense of identity; it is a terminal status for its members; its members hold common values and role definitions; it has power over its members; and it controls the production of the "next generation," While maintaining and defining relationships with the larger community, fellow practitioners, unauthorized practitioners, and clients, the professional association protects its members against the client and vice versa. Like other types of communities, the professional community exists within and is dependent upon the larger society.

69. GOODE, William J. "Encroachment, Charlatanism, and the Emerging Profession: Psychology, Sociology and Medicine." American Sociological Review 25 (December, 1960) 902-914.

The core characteristics of a profession are a prolonged specialized training in a body of abstract knowledge and a collectivity or service orientation. From these characteristics, various features of a profession may be sociologically derived, including: (1) the profession determines its own training standards; (2) practice is often legally recognized by licensure; and (3) the profession is likely to be a terminal occupation. During the process of professionalization, severe skirmishes may occur between the new profession and the occupations closest to it in substantive and clientele interest. He distinguishes between "guild" professions which identify their problems and "non-guild" professions which identify only their skills.

70. GOODE, William J. "The Librarian: From Occupation to Profession?" Library Quarterly 31 (October, 1961) 306-320.

There is no dividing line between occupations and professions, rather there is a continuum of variables which determine its status. Thus, the only question we can ask is how far an occupation has moved in the direction of increased or decreased professionalism; we cannot ask if it is a profession. Goode doubts that librarians will ever achieve professionalism although they are attempting to do so. One reason for this is the prevailing stereotype of librarians as chiefly clerical workers.

71. GOODE, William J. "A Theory of Role Strain." American Sociological Review 25 (August, 1960) 483-496.

"Role strain," the felt difficulty in fulfilling role obligations, is a normal integral part of our lives. Role relations, according to Goode, consist of a selection among alternative behaviors in which each individual seeks to reduce his role strain.

The ego can handle role strain by the following methods: compartmentilization, delegation, elimination, or extension of role relationships.

72. GORDON, Jesse E. "Project Cause, the Federal Anti-Poverty Program, and Some Implications for Sub-Professional Training." American Psychologist 20 (May, 1965) 334-343.

Up until now, social scientists have been advocating complete care of the individual by one person. However, with the increasing needs of the population, this may not be possible nor desirable. The team approach involving the use of sub-professionals trained only in specific functions and coming from the same social milieu as the client may prove to be a desirable solution to the problem of providing more services for more people.

73. GRANGER, S.G. "Psychologists' Prestige Rankings of 20 Psychological Occupations." Journal of Counseling Psychology 6 (Fall, 1959) 183-188.

A sample of members of the American Psychological Association were asked to assign prestige ranks to twenty psychological occupations selected as representative of the field. The counseling psychologist received a mean rank of 16.0, while the rehabilitation counselor received a mean rank of 7.7. However, the counseling psychologist and rehabilitation counselor ranked themselves higher than they were ranked by experimental and school psychologists.

74. GREENWOOD, Ernest. "Attributes of a Profession." Social Work 2 (July, 1957) 45-55.

Five elements on which there appears to be some consensus as constituting the distinguishing elements of a profession are: (1) skills based on knowledge organized into a systematic body of theory; (2) professional authority emerging as a function of extensive education; (3) community sanction conferred by a series of formal and informal powers and privileges; (4) a professionally regulated code which compels ethical behavior on the part of its members; and (5) a professional culture generated by the interaction of the required social roles. It is the professional culture which most effectively distinguishes the professions from other occupations.

75. GROSS, Edward. Work and Society (New York: Thomas Y. Crowell Co., 1958).

Professionalism is measured by the unstandardized product, degree of personality involvement of the professional, wide knowledge of a specialized technique, sense of obligation and group identity, and significance of the occupational service to society. In the professions, formal authority is less important than informal controls.

76. GROUP FOR THE ADVANCEMENT OF PSYCHIATRY. Confidentiality and Privileged Communication in the Practice of Psychiatry. Report #45. (New York: Group for the Advancement of Psychiatry, 1960).

Since the patient must feel free to communicate fully without fear of being exposed, the psychiatrist cannot function without having privileged communication and confidentiality as principles. In cases where it is for the benefit of the patient, the principles of confidentiality may have to be broken.

77. GUSTAD, J.W. "Intergroup Problems in the Development of Rehabilitation Counseling." Journal of Counseling Psychology 1 (Winter, 1954) 243-246.

Counseling psychologists are relative late-comers to the rehabilitation field. However, they do serve an important function since the rehabilitation counselor, with a master's degree at most, cannot be expected to have the degree of psychological knowledge that the psychologist has.

78. HAAS, J. Eugene. Role Conception and Group Consensus. Ohio State University Research Monograph #117. (Columbus: Bureau of Business Research, Ohio State University, 1964).

In a study of hospital personnel, the author found that role consensus is directly related to higher work performance ratings and role dissensus to higher incidence of friction between personnel.

79. HABENSTEIN, Robert W. "Critique of Profession as a Sociological Category." Sociological Quarterly 4 (Autumn, 1963) 291-300.

A sociological category is a concept with analytic power, describing a limited number of characteristics whose relations and order are demonstrable. By this standard, "profession" cannot be considered a sociological category. Previous attempts at definition either defined it as a symbol, a constellation of characteristics which lacked uniformity, a structure and/or function, or as an ideology. Profession is best defined as a

strategic group trained to give the best of all possible help toward solving the personal life crises of human beings.

80. HABENSTEIN, Robert W. and Edwin A. Christ. Professionalizer, Utilizer, and Traditionalizer. (Columbia: University of Missouri, 1955).

Three types of nurses are distinguished. The "professionalizer" asks for professional status on the basis of her knowledge and prefers administrative to staff work. The "traditionalizer" is oriented towards nursing practice rather than theory and is extremely tradition bound. The "utilizer" regards nursing as a means to an end; she accepts innovations on the basis of their immediate practicality.

81. HAHN, Milton E. "The Training of Rehabilitation Counselors." Journal of Counseling Psychology 1 (Winter, 1954) 246-248.

Training programs in rehabilitation counseling have been set up by the Veterans Administration at the doctoral level and by the Office of Vocational Rehabilitation at the sub-doctoral level. The latter programs suffer because low salaries cannot justify requiring more than a master's degree, the specialty is inter-disciplinary, and there is a lack of professional personnel to guide training. Over three-quarters of rehabilitation counselors are not from the psychology or social case work fields; most are former classroom teachers.

82. HALL, James H. and Sol L. Warren (Eds.). Rehabilitation Counselor Preparation. Report of the Charlottesville Workshop. (Washington, D.C.: The National Rehabilitation Association and National Guidance Association, 1956).

The rehabilitation counselor can serve as a member of the rehabilitation team and/or as the coordinator of professional services offered to the client.

83. HALL, Oswald. "Types of Medical Careers." American Journal of Sociology 55 (November, 1949) 243-253.

Three types of physicians' careers are identified and discussed: the "friendly," "individualistic," and "colleague" types. These types are based on the way patients are attracted, retained, and passed on to other physicians, and how each doctor fits into the institutional system and relates to his colleagues.

84. HAMILTON, Kenneth. Counseling the Handicapped in the Rehabilitation Process. (New York: Ronald Press, 1950).

This book discusses the wide range of activities involved in counseling the handicapped including employability, vocational adjustment, case finding, physical restoration, training, and community resources.

85. HANSEN, Donald A. "The Indifferent Intercourse of Counseling and Sociology." Journal of Counseling Psychology 10 (Spring, 1963) 3-13.

A closer relationship between counseling and sociology is called for. Since counseling itself is a social relationship, certain sociological concepts, such as functional autonomy, therapeutic milieu, and the like,could be revealing. Furthermore, attention should be given to counseling as an activity in terms of both long and short range social effects.

86. HERBER, William B. and Rene V. Davis. "Referral Information Preferences of Vocational Rehabilitation Counselors and Employment Service Placement Personnel." Personnel and Guidance Journal 39 (March, 1961) 563-568.

In a study of referral information between rehabilitation counselors and employment service placement personnel, both groups agreed that information such as vocational plans, information concerning the handicap, work history, education, test results, and social history should be included on the referral form. There were no significant differences between the two groups as to age, sex, or years of schooling. A standardized form for communicating referral information is suggested.

87. HILLYER, Cecile. "New Horizons in Rehabilitation." in The Evolving Concept of Rehabilitation. (Washington, D.C.: American Association of Medical Social Workers, 1955) 1-15.

The Office of Vocational Rehabilitation gives grants which: (1) enable universities to set up or expand a curriculum in vocational rehabilitation counseling; (2) establish training institutes for counselors already in the field; and (3) aid individuals wishing to pursue study in the field. These grants have been made to departments of education, guidance, and psychology because, as yet, no decision as to which discipline should assume major responsibility has been made.

88. HUGHES, Everett C. "Cycles, Turning Points and Careers." in Men and Their Work. (Glencoe: The Free Press, 1958) 11-22.

Since the individual does not pursue his career in a vacuum, it is necessary, when examining a person's work history, to also look at his life career. In our society, some turning points are clearly marked by formal rite, such as school graduation; others are informal and/or indefinite.

89. HUGHES, Everett C. "Dilemmas and Contradictions of Status." in Men and Their Work. (Glencoe: The Free Press, 1958) 102-115.

Some statuses come to possess stereotyped auxiliary characteristics expected of those in the status. These expectations have been worked out most intricately into sentiment and conduct by the colleague group. However, in a changing society, new people are turning up in old positions with a concomitant modification of the existing stereotypes and some statuses, by virtue of their newness, do not possess the stereotyped attributes and are thus open to all.

90. HUGHES, Everett C. "Education for a Profession." Library Quarterly 31 (October, 1961) 336-343.

Increasingly, professional schools are set up by an occupation in its attempt to professionalize. A professional education must deal with the fact that within the larger social system the boundaries of various occupations are constantly shifting.

91. HUGHES, Everett C. "Institutional Office and the Person." in Men and Their Work. (Glencoe: The Free Press, 1958) 56-67.

An office, which is a standardized group of duties and privileges devolving upon a person in certain defined situations, may eventually become so ritualistic that its incumbents are symbols rather than responsible agents.

92. HUGHES, Everett C. "Licence and Mandate." in Men and Their Work. (Glencoe: The Free Press, 1958) 78-87.

An occupation consists of, in part, a successful claim of some people to carry out certain activities which others may not. Those who achieve this licence will also claim a mandate to define what is proper conduct of others toward matters concerned with their work. When this mandate has been granted as legitimate by the public, a profession has come into being.

93. HUGHES, Everett C. "The Making of a Physician." in Men and Their Work. (Glencoe: The Free Press, 1958) 116-130.

Although every occupational group has a culture, it is only within the professions that this occupational culture as well as the lay culture interact within the individual. Thus the individual undergoing preparation for a profession must find a conception of self compatible with the occupational culture as well as his own culture.

94. HUGHES, Everett C. "Mistakes at Work." in Men and Their Work. (Glencoe: The Free Press, 1958) 88-101.

Because every occupation has its share of failures and mistakes, in occupations where these failures and mistakes are more fateful than others, there tend to be highly codified requirements for entrance and retention so that mistakes will be less likely and more infrequent. In the professions, the colleague group claims the mandate to decide what mistake or failure is. In occupations where there are great and unavoidable risks, such as medicine, ritual tends to be strongly developed so as to cover possible mistakes.

95. HUGHES, Everett C. "Personality Types and the Division of Labor." in Men and Their Work. (Glencoe: The Free Press, 1958) 23-41.

Because a man's work to the extent that it provides him with an identity becomes an aspect of his personality, the stereotype of his occupation should be examined since it reflects the public image of the job incumbent.

96. HUGHES, Everett C. "Professions." Daedalus 92 (Fall, 1963) 655-668.

The attributes of professionalism are: (1) service to individuals and the community; (2) an esoteric body of knowledge with concomitant training in this knowledge; and (3) a mandate to determine how the profession shall be practiced along with the right to be judged only by one's colleagues. Because of the higher social status of professions, occupations strive to become professions. Some of the changes sought in professionalization are more independence and recognition; a cleaner distinction between those in the profession and those outside; and a larger measure of autonomy in choosing colleagues and successors.

97. HUGHES, Everett C. "Professions in Society." Canadian Journal of Economics 26 (February, 1960) 45-61.

A growing tendency for professions to work in organizations rather than private practice is noted. Social work is designated a "quasi-profession." One way an occupation can raise its status is by doing or having research done on it. Because of rapid technical changes and its implications for the division of labor in society, many occupations and professions are in flux.

98. HUGHES, Everett C. "Professions in Transition" in Men and Their Work. (Glencoe: The Free Press, 1958) 131-138.

New professions have resulted from new technical developments, social movements and/or new social institutions. Most of these new or would-be professions are practiced only in connection with institutions. At first, the people who are recruited into the new occupation come from other occupations. The first people to take formal training are those already at work in the occupation. As time goes on, young people are recruited at the same age as the other professions, forcing early choice. An attempt is made to separate the professional from the less professional; work not considered really professional is delegated to less professional persons within the occupation.

99. HUGHES, Everett C. "Psychology, Science and/or Profession." American Psychologist 7 (August, 1952) 441-443.

Psychologists are torn between seeing themselves as scientists or professionals. This conflict has plagued medicine for a long time, where the prevailing solution has been to train physicians in science but not as scientific investigators. Perhaps this path will prove to be the best resolution for psychology.

100. HUGHES, Everett C. "Social Role and the Division of Labor." in Men and Their Work. (Glencoe: The Free Press, 1958) 68-77.

Every occupation has some "dirty work" which must be done by someone; the more established occupations usually carry the perquisite to delegate the dirty work to others. However, since most occupations are in the process of change, tasks are constantly being upgraded and downgraded and thus the notion of what constitutes dirty work is constantly changing.

101. HUGHES, Everett C. "Work and the Self." in Men and Their Work. (Glencoe: The Free Press, 1958) 42-55.

Occupations attempt professionalization because it connotes a desired conception of one's work and hence of one's self as well as being a highly desired symbol. An individual may attempt to professionalize himself (individual mobility) or the whole occupation may attempt professionalization (collective mobility).

102. HUGHES, Everett C. Work Careers: Report to the Work Conference. (Kansas City Study of Adult Life, Unpublished Report, October 15, 1954).

There is a need to study the work career of an individual or occupation within the framework of life career. Career can mean either the step-by-step progression through a bureaucratic organization or the individual's sense of commitment. Either way, there are phases to a career; but the term implies a degree of sequence and consequence which many do not feel.

103. HYLBERT, Kenneth W. "Bachelor of Rehabilitation." Journal of Rehabilitation 29 (March-April, 1963) 23-24.

A pre-professional curriculum in rehabilitation at Pennsylvania State University is described. The approach used is a unitary one, with emphasis on the multi-disciplinary nature of the rehabilitation process.

104. INSEL, Shepard A. and Donald J. Strong. Changes in Self Concept and Perceptions of the Counselor Role Among Vocational Rehabilitation Counseling Trainees as a Result of Supervised, On-the-Job Training: A Pilot Study. Unpublished Final Report. (San Francisco: San Francisco State College, November, 1961).

This study of field experience upon the self-concept and perception of the counselor role of the counselor trainee found that while the self-concept of the trainees remained stable throughout the training period, perception of the counselor role changed. In addition, the self-concept and perceptions of the counselor role became less congruent than they had been before field experience. Four training variables (number of supervisory contacts, time spent in supervisory conferences, number of clients seen, and time spent with clients) as well as three types of supervisors serving as models for the trainee (the"nurturant," the "model," and the "critic") are identified. A listing of the least and most characteristic qualities of the counselor, as seen by trainees and supervisors, is presented.

105. JAQUES, Marceline. Critical Counseling Behavior in Rehabilitation Settings. (Iowa City: State University of Iowa, College of Education, June, 1959).

The tendency has been to select rehabilitation workers from the field of education because the historical antecedents of vocational rehabilitation are in vocational education programs. Employees of state-federal agencies tend to be members of the National Rehabilitation Association, while employees of private agencies tend to be members of the American Psychological Association. Research on the question of whether or not becoming a rehabilitation counselor represents upward or downward mobility is advocated.

106. JAQUES, Marceline. "Rehabilitation: Historical Origins." in Readings in Rehabilitation Counseling edited by C.H. Patterson. (Champaign, Illinois: Stipes Publishing Co., 1960) 3-7.

Progress in the care of the disabled is traced from the "eye for an eye" code of Hammurabi, to the monetary compensation for injury provided by the Mosaic code, to the custodial care of the handicapped provided by the Church, up to the present era of rehabilitation of the handicapped.

107. JOHNSON, Bob. Role Conflict in Rehabilitation Counseling. (Unpublished Ph.D. Dissertation, University of Missouri, 1961).

Differences within and between two groups, rehabilitation counselors and their clients, as to the manner in which the role of the counselor is perceived is defined as "role conflict." Four scales, each representing a component of the counselor role (as "counselor;" as "coordinator;" in terms of socioeconomic and academic status; and in terms of personality, manners, and appearance) were administered. Role conflicts were found to exist in every essential component of the counselor's role. An implication is that clients prefer counselors who "fit" the clients' established concept of a "good" personality.

108. JOHNSON, L., S. Singer and B. Stefflre. Tentative Manual for Vocational Values Inventory. (East Lansing: Michigan State University, 1958).

This instrument was developed to explore underlying occupational values which motivate people in their work experiences. The seven values measured by the inventory are altruism, control, job freedom, money, prestige, security, and self-realization. Norms have been tentatively established, but the scores more properly permit intra-personal rather than interpersonal conclusions.

109. JOHNSTON, L.T. "The Counselor as He Really Is." Journal of Rehabilitation 23 (May-June, 1957) 5-12.

While the rehabilitation counselor has his roots in many disciplines, he operates in one major field - counseling. Clerical duties, closure quotas, inadequate supervision and other factors do not keep the "good" counselor from his goal - that of helping the client, in which his main role is that of adapting information to fit the needs of his client.

110. JOINT LIAISON COMMITTEE of the Council of State Directors of Vocational Rehabilitation and Rehabilitation Counselor Educators. Agency-University Communication, Coordination, and Cooperation in Rehabilitation Counselor Education. Studies in Rehabilitation Counselor Training #3. (Council of State Directors of Vocational Rehabilitation, 1964).

This collection of papers contains several statements as to the relationships between universities and rehabilitation agencies who must work together in developing in-service programs for the further education of counselors. Preparation for counseling should be broad; it is not necessary for the educational curriculum and job duties and functions to coincide as technical skills will be developed through practice in a work setting.

111. JOINT REPORT of the National Rehabilitation Association Professional Standards Committee and the Special Study Committee on the Professional Role of the National Rehabilitation Association. "An Improved Professional Role for the National Rehabilitation Association." Journal of Rehabilitation 31 (May-June, 1965) 18-20.

The National Rehabilitation Association must expand so that it can get the members it should have, which it can only accomplish by changing itself. The main changes proposed are in the area of making rehabilitation more inter-disciplinary in nature.

112. JORVE, Warren R. Occupational Prestige of Clinical and Counseling Psychology Specialties. (Unpublished Ph.D. Dissertation, University of Minnesota, 1960).

Psychologists were asked to rank various psychological specialties on prestige as to (1) how they perceived their rankings; (2) how they thought other psychologists would rank them; and (3) how they thought the public would rank them. Inclusion of academic requirements in job descriptions produced no significant differences in rankings. Generally, the clinical specialties ranked higher in prestige than the counseling specialties. The rehabilitation counselor was third from the bottom, above

high school counselor and psychometrist, on all scales. The counseling psychologist was sixth on the "public" scale, and ninth on the "other psychologists" and "self" scales.

113. KATZ, Fred. "Occupational Contact Networks." Social Forces 37 (October, 1958) 52-55.

Contacts among professionals differ from those among workers in that professional contacts usually arise from outside the workplace, such as in association meetings, are more tenuous with sporadic communication, and are less likely to be of a primary group type.

114. KATZ, Fred and Harry W. Martin. "Career Choice Processes." Social Forces 41 (December, 1962) 149-154.

Student nurses were studied over a four year period to examine the time of career choice and its correlates. The decision to become a nurse, for the most part, was definitely made in the period immediately preceding college entrance or shortly thereafter. Early definite decisions were found to be positively related to definite commitment to the occupation as indicated by graduation from the nursing program.

115. KAUFMAN, Walter C. and Albert F. Wessen. The American Society of Mental Health Business Administrators: A Study of the Members of a Professional Society. (St. Louis: Medical Care Research Center, Undated).

Membership applications for a recently formed professional association of mental health administrators were studied. It was found that those in the field had entered before undertaking professional training, were recruited from kindred occupations which for many were a prior major career, and were limited in spatial mobility.

116. KELLER, Suzanne and Marisa Savalloni. "Ambition and Social Class: A Respecification." Social Forces 43 (October, 1964) 58-70.

There is a need for a concept of relative distance in theories of ambition because goals must be evaluated in light of their relative obtainability for the individual from a certain social class. The concept of differential rewards must also be considered; what constitutes a reward for one class may not be a reward for another.

117. KESSLER, Henry H. Rehabilitation of the Physically Handicapped. (New York: Columbia University Press, 1947).

The author stresses the counselor's need for humility - he must remember, at all times, that he is neither God nor a psychiatrist.

118. LADINSKY, Jack. "Careers of Lawyers, Law Practice and Legal Institutions." American Sociological Review 28 (February, 1963) 47-54.

Attorneys in practice by themselves are more likely to come from working class and entreprenurial families of minority religious and ethnic status; to be in the labor force longer; have a shorter and inferior education; and experience marginal law work, upward mobility, and disorderly work histories.

119. LENARD, Henry. "Issues for the Rehabilitation Counselor." Journal of Rehabilitation 29 (September-October, 1963) 12-13.

The counselor and the counselor coordinator often lack a necessary common definition of rehabilitation counseling. Better counselors are promoted to administrative positions, yet they are more needed in counseling per se. Using a "cases-closed" criterion for measuring efficiency causes a tendency to concentrate counselor efforts and funds on the "easy to rehabilitate." Counselors must be given a chance to attend national and regional conferences as these are part of their continuing education.

120. LEVITAN, T.E. "Role Performance and Role Distance in a Low Status Occupation: The Puller." Sociological Quarterly 5 (Summer, 1964) 251-260.

In a low status occupation where self-esteem may be threatened by necessary work activities, certain defense mechanisms such as role distance, the separation of the self from the imputed role, may develop.

121. LOFQUIST, Lloyd H. "An Operational Definition of Rehabilitation Counseling." Journal of Rehabilitation 25 (July-August, 1959) 7-9.

Rehabilitation counseling actually consists of counseling psychology plus an overlay of medical and paramedical knowledge. It is "a continuous learning process involving interaction in a nonauthoritarian fashion, between two individuals whose problem solving efforts are oriented toward vocational planning."

122. LONG, Lillian. The Development and Use of Objective Examinations in the Evaluation of Professional Knowledge, Skills and Attitudes of Rehabilitation Workers. (New York: Professional Examination Service of the American Public Health Association, 1963).

Knowledge of specific disabilities, techniques of rehabilitation, and legislative aspects of rehabilitation are among the fields considered to be most important in an examination for the selection and evaluation of rehabilitation personnel. At the counselor level, a Bachelor's degree plus either three years experience in the field or a two year graduate program are recommended as standards. Supervisors should have at least a Bachelor's degree plus six years of experience.

123. LORTIE, Dan C. "Administrator, Advocate, or Therapist? Alternatives for Professionalization in School Counseling." Harvard Educational Review 35 (Winter, 1965) 3-17.

The process of professionalization of an occupation calls for the development and diffusion of collective beliefs and the patterning of the relationships practioners will have inside and outside the profession. Thus professionalization is a process of crystallization of a sub-society within the larger society, ultimately requiring a formal organization. Three problems face every profession: who is admitted for training; the preparation of candidates; and the securing of compliance with standards of conduct. Consensus on work roles is essential; it may come about either by agreement on role or by default arrived at under the exigencies of the professionalization process. Available training programs should not determine the role, rather, an agreed upon role should determine the nature of the training program.

124. MACIVER, Robert. "Social Significance of Professional Ethics." Annals of the American Academy of Political and Social Science 101 (May, 1922) 5-11.

A profession's ethical code consists of the prescription of the professional's duty towards other members of the profession as well as the duties of the members of the profession towards the larger social group.

125. MACK, Raymond. "Occupational Determinateness: A Problem and Hypotheses in Role Theory." Social Forces 35 (October, 1956) 20-25.

A continuum of occupational determinateness is postulated, ranging occupations according to how well-defined the rights and duties of the status are and how rigid the expectations of the role are. At one end is the "determinate occupational status" which has elaborately prescribed requirements for entry and well-established roles; at the other end is the "indeterminate occupational status" in which expectations of role behavior are indefinite and wide in range.

126. MARSHALL, T.H. "The Recent History of Professionalism in Relation to Social Structure and Social Policy." Canadian Journal of Economics and Political Science 5 (August, 1939) 325-340.

Three attributes of professionalism are specified: freedom, service, and scientific qualifications. Professional associations guarantee technical efficiency, control training, impose a code of ethics, and protect the public and the profession from practice by the unqualified. Many professionals who are salaried employees fear a loss of control over their own profession, yet the real danger is not this but the possibility of growing commercialism.

127. MAUKSCH, Hans O. "Becoming a Nurse: A Selective View." Annals of the American Academy of Political and Social Science 346 (March, 1963) 88-98.

Becoming a member of a profession is a process of multi-dimensional interaction between the aspirant and his occupational system.

128. MAYS, Leonard W. "Rehabilitation and Social Work." Journal of Rehabilitation 24 (January-February, 1958) 4-5.

Five comparisons between social work and rehabilitation are made. While social work is a well-defined profession with a common body of knowledge, traditions and educational goals, rehabilitation includes several bodies of knowledge and draws its personnel from many backgrounds and disciplines. Social work agencies have a well-defined hierarchy whereas this is not so in rehabilitation. The settings for social work are essentially similiar; rehabilitation is done in many varied settings. Social work has progressed further towards professionalization than has rehabilitation; and the goals of social work have become more general while rehabilitation goals are apt to be specific.

129. MCCULLY, C. Harold. Developments of a Decade of Veterans Administration Counseling. Information Bulletin, Vocational Rehabilitation and Education. (Washington, D.C.: Department of Veterans Benefits, June 29, 1956).

Developments over a decade of Veterans Administration counseling from 1944, with the establishment of the job of "vocational advisor," up to 1954, with the introduction of the more psychologically oriented Counseling Psychologist post, are discussed.

130. MCGOWAN, John F. (Ed.). An Introduction to the Vocational Rehabilitation Process: A Manual for Orientation and In-Service Training. Rehabilitation Service Series #555. (Washington, D.C.: Department of Health, Education and Welfare, Vocational Rehabilitation Administration, November, 1964).

This discussion of the role of the rehabilitation counselor emphasizes the fact that rehabilitation counseling, as an emerging profession, is attempting to take on the functions (counseling, case writing, and research) of the occupation above it, counseling psychology, and attempting to slough off the unwanted tasks such as job placement and clerical work on the occupations beneath it. In addition, a tendency for the counselor to disassociate himself from the term "vocational counselor" in favor of higher status terms is noted.

131. MCGOWAN, John F. "The Counselor as Others See Him." Journal of Rehabilitation 23 (May-June, 1958) 5-12.

The client's perception of the counselor depends on where he is in the rehabilitation process as well as the amount of time and concern he feels the counselor is giving him. The image of the counselor held by other workers in rehabilitation is conditional on the counselor's earning the respect of his associates by knowing his job and doing it well.

132. MERTON, Robert K. "The Functions of the Professional Association." American Journal of Nursing 58 (January,1958) 50-54.

The professional association is a voluntary organization of practitioners who judge one another as professionally competent and who have banded together to perform functions they cannot achieve as individuals. It aids the individual practitioner by giving him social and moral support and providing sustained motivation. By setting standards and undertaking and disseminating the results of research, it aids the profession. It functions for society by relating each profession to its allied professions and mediating between the profession and government.

133. MICHAL-SMITH, Harold. "Psychological Factors in the Therapist - Patient Relationship in the Rehabilitation Process." Rehabilitation Literature 28 (March, 1962) 66-69, 95.

The relationship between the counselor and the patient is neither simple nor static because the therapist too has problems. Therefore, the rehabilitation process is a very complex one.

134. MUELLER, Kate H. "Criteria for Evaluating Professional Status." Personnel and Guidance Journal 37 (February, 1959) 410-417.

Personnel work, in undergoing the process of professionalization, has encountered problems in some areas. The older professions in the field resent it. It lacks the "eclectic" theory and skills it needs to make itself a "full profession," and there are three professional associations (National Educational Association, American Psychological Association, and American Personnel and Guidance Association) competing for memberships. Public relations to build the prestige of the field is suggested.

135. MUTHARD, John E. and Marceline Jaques. "Barriers to Effective Rehabilitation Counselor Opinion." Personnel and Guidance Journal 39 (May, 1961) 710-716.

Rehabilitation counselors think that their agencies' policies, procedures, and practices are the biggest barriers to their doing the best possible job with their clients.

136. MUTHARD, John E. and Leonard A. Miller. "The Evaluation of Rehabilitation Counselor Performance: A Survey of State Agency Practices." Personnel and Guidance Journal 42 (November,1963) 274-279.

The most frequent interval in evaluating counselors is seven months to one year. Most agencies make evaluative reports part of the counselor record and use them to determine pay increases and promotions, while requiring that supervisors discuss their evaluations with the counselor.

137. MYERS, Jerome K. "Consequences and Prognoses of Disability." in Sociological Theory, Research, and Rehabilitation edited by Marvin B. Sussman and Gresham Sykes. (Washington, D.C.: American Sociological Association, Forthcoming).

The definition of disability has been broadened to include mental and emotional disorders, chronic illness, and aging as well as physical disability, while the definition of rehabilitation now includes psychological and social re-establishment

as well as medical and economic rehabilitation. Our knowledge of the consequences and prognoses of disability is more empirical than theoretical, thus limiting the extension of rehabilitation efforts.

138. NELSON, H.A. and E.C. McDonagh. "Perception of Statuses and Images of Selected Professions." Sociology and Social Research 46 (October, 1961) 3-16.

Three components of the "occupational man" are distinguished: the "personal man" consisting of general physical appearance, personality, intelligence and honesty; the "receiving man" consisting of prestige, power, influence and security; and the "service man" consisting of community activities, individual aid, altruism and general value to the community. As very little relationship between any of these variables was found, the authors conclude that there are multiple hierarchies of occupational prestige derived from different social situations.

139. NEWMAN, Leonard. "Toward the Development of a Professional Self-Concept by the Rehabilitation Counselor." Rehabilitation Counseling Bulletin 3 (December, 1960) 14-16.

The professional image of the rehabilitation counselor is hindered by middle-class values and attitudes toward work. Since the rehabilitation counselor must play differing roles with the client and with his employer, a high level of personal security and professional conviction is required. A positive professional self-image is a necessary tool in professionalization. Formation of a body of esoteric knowledge is a pre-condition for such a self-image.

140. NEWTON, Charles H. Patterns of Career Decisions in the Professions. (Unpublished Ph.D. Dissertation, Florida State University, 1962).

Occupational choice is viewed as a function of personal considerations within the contingencies of the prevailing social system. A study of white, male college seniors in Southern universities revealed that those in the scientific and esthetic professions made earlier and fewer career choices than those choosing general cultural occupations. College vocational counselors were found to have little effect on occupational choice.

141. OBERMANN, C. Esco. "The Rehabilitation Counselor as a Professional Person." Journal of Rehabilitation 28 (January-February, 1962) 37-38.

Acquired over a long period of time, the characteristics that make an occupation a profession are an esoteric body of knowledge and skills, fulfillment of a social need, a group consciousness, and a code of ethics. If the rehabilitation counselor wishes to be considered professional, he must satisfy five requirements; he must be competent, effective, facilitate the work of others, have integrity, and be able to communicate. The team approach offers the greatest possibility for a display of professional maturity.

142. ORZACK, Louis H. "Work as a 'Central Life Interest' of Professionals." Social Problems 7 (Fall, 1959) 125-132.

In a study of industrial workers, Robert Dubin found that the workers did not consider their work or the associations of their workplace to be a central life interest. However, using the same instrument as Dubin, Orzack found that four out of five nurses did view their work and workplace as central life interests. He attributes this phenomenon to the fact that the extended training of the professional encourages aspirants to prefer work settings as a location for informal social relationships.

143. OVERS, Robert P. "The General Pattern: A Sociological Analysis of Vocational Counseling." Vocational Guidance Quarterly 12 (Spring, 1964) 159-162.

Three problems face vocational counseling as an occupation. Although it has claimed a mandate to help individuals, it has been very backward in claiming a mandate to attack problems on a policy-making level. Contending professional groups within the occupation cannot reach agreement upon which activities are to be included in the counseling role. In addition, the profession is wavering between having an identity of its own and becoming a specialty within psychology.

144. OVERS, Robert P. "Vocational Counseling as a Profession: Miscellaneous Impressions of the Informal System." Vocational Guidance Quarterly 10 (Summer, 1962) 190-195.

Despite the efforts of many to professionalize vocational counseling, the "rank and file" may really consider this undesirable. Within the profession, status is a matter of graduate degrees held, those with doctorates are accorded higher status and are more likely to get better jobs although they may be no more effective than those without these degrees. Down-grading within

the occupation is accomplished by transferring the counselor to less desirable tasks such as clerical work. Counselors often think they have more influence over their clients' lives than they actually do.

145. PAPE, Ruth H. "Touristry: A Type of Occupational Mobility." Social Problems 11 (Spring, 1964) 336-344.

In some occupations, in which persons can easily transfer jobs because requirements are either a license or the taking of a simple test, a class of very geographically mobile people arises. Because older people prefer to stay in one location and rise through the ranks in salary and status, these are usually young persons who tend to stay at a job only long enough to sample the area. The job serves one purpose - to support them while they enjoy the area; thus pay is usually the prime consideration for taking the job.

146. PARSONS, Talcott. "The Professions and Social Structure." Social Forces 17 (May, 1939) 457-467.

The professions and business can be distinguished primarily in terms of the problem of self interest; the businessman egotistically pursues self-interest while the professional altruistically serves the community regardless of self-interest. They do, however, have some elements in common. In both, rationality is part of the institutional normative pattern. While functional specificity is common to both, it is essential to the professional sphere. Both show a high correspondence between objective achievement and symbols of recognition.

147. PATTERSON, C.H. "Counseling the Emotionally Disturbed." in Preparation and Training for Rehabilitation Counseling. (New York: Harper and Brothers, 1958) 19-129.

The rehabilitation counselor functions much the same as the rehabilitation psychologist but with more supervision and without the administrative, research and training functions of the latter. He also has knowledge, which the psychologist often lacks, of current social legislation and occupations open to the handicapped. The rehabilitation counselor who works with the emotionally rather than the physically disabled needs special training as the emotionally handicapped are a more heterogenous group and their counseling needs more complex. Perhaps the counselor assigned to the emotionally disturbed should be a psychologist with a doctorate in view of the necessity of extensive specialized training.

148. PATTERSON, C.H. "Counselor or Coordinator?" Journal of Rehabilitation 23 (May-June, 1957) 13-15.

Professional respect for the rehabilitation counselor can be developed only when the counselor serves as a counselor, utilizing his unique skills in counseling, rather than as a coordinator.

149. PATTERSON, C.H. "The Inter-Disciplinary Nature of Rehabilitation Counselor Training." Personnel and Guidance Journal 5 (January, 1958) 310-318.

While rehabilitation is an inter-disciplinary process, inter-disciplinary training for the counselor is not desirable. Rehabilitation counselors have their own unique contribution to make in counseling.

150. PATTERSON, C.H. "Is the Team Concept Obsolete?" Journal of Rehabilitation 25 (March-April, 1959) 9-10, 27-28.

One alternative to the problem of leadership of the rehabilitation team is to have "group-centered" leadership in which co-workers participate as equals.

151. PATTERSON, C.H. "Test Characteristics of Rehabilitation Counselor Trainees." Journal of Rehabilitation 28 (September- October, 1962) 15-16.

Data from a study of counselor trainees indicates that students selected for counseling generally show characteristics considered desirable in counselors. Interest patterns emerge in the helping, social welfare, and psychological occupations.

152. Rehabilitation Counselor Recruitment Study. (Washington, D.C.: (Washington, D.C.: National Rehabilitation Association, 1964).

Although good recruitment procedures might help fill the demand for counselors, no comprehensive information about careers in rehabilitation is available. Development of greater consensus between employers and educators on the counselor role is also needed. A placement service would be desirable as would a manual suggesting standards in hiring, salary, and duties of the counselor.

153. RETTIG, Solomon et al. "Status Over-Estimation, Objective Status and Job Satisfaction Among Professionals." American Sociological Review 23 (February, 1958) 75-81.

Four hundred individuals in the fields of psychology, psychiatry, social work, teaching, and nursing were asked to give status rankings to each profession in three ways: (1) as the general public would; (2) as each professional group would; and (3) as they saw them. The expected status always exceeded the received status, in a comparison of each profession and professional reference group, with the exception of the psychiatrists who received more status from the psychologists than they expected. The teachers, social workers and nurses over-estimated their status significantly more than the others, and the over-estimators tended to have less total objective status, lower incomes and to be younger. The relationship between expressed job satisfaction and over-estimation was not significant.

154. RUDD, J.L. and S.N. Feingold. "Teamwork in Medical and Vocational Rehabilitation." American Practitioner and Digest of Treatment 4 (March, 1953) 183-185.

While the team approach to rehabilitation is desirable because rehabilitation involves the participation of many different professions, this approach is not always feasible because of the manner in which public agencies are often set up.

155. RUESCHMEYER, Dietrich. "Doctors and Lawyers: A Comment on the Theory of the Professions." Canadian Review of Sociology and Anthropology 1 (February, 1964).

The model of profession has been so influenced by the medical profession that we ignore other models and try to apply the medical model to other professions with misleading results. Professions differ in their values, clients, interests, and competencies. From these variables, a secondary characteristic of a profession, social control, can be derived. The greater the role consensus, the greater is the conformity to the role.

156. RUSALEM, Herbert. An Analysis of the Functions of State Vocational Rehabilitation Counselors with Implications for the Development of a Training Course at Teachers College. (Unpublished Thesis, Teachers College, Columbia University, 1951).

In 1951, only three schools, Ohio State University, Wayne State University, and New York University, offered programs in rehabilitation counseling. Thus, there was a need for more facilities to train counselors. This proposed curriculum for Teachers College was concentrated in the areas of counseling, medical and psychological effects of physical handicap, and occupational information.

157. SEEMAN, Melvin. "Role Conflict and Ambivalence in Leadership." American Sociological Review 18 (August, 1953) 373-380.

Role conflict, the exposure of the individual in a given position to incompatible behavioral expectations, can arise in many areas, notably in the authority, status, and institutional dimensions. One type of conflict is characterized by agreement within the group on behaviors which are difficult to achieve under the given institutional conditions. A second type involves disagreement within the group regarding role definition. Classical role conflict, a third type, is the product of disagreement between institutional groups regarding the nature of a given role.

158. SIMPSON, Richard and Ida Harper Simpson. "The Psychiatric Attendant: Development of an Occupational Self-Image in a Low Status Occupation." American Sociological Review 24 (June, 1959) 389-392.

In high status occupations, a flattering self-image is maintained by the prestige accorded the occupation. Persons in low status occupations, which do not carry the same favorable self-image, tend to stress the aspect of their work which is most highly valued and build a self-image around it. Thus, psychiatric attendants stress that part of their work which deals with patient care. However, their favorable self-image is obtained from the hospital sub-culture and not from the larger society.

159. SMITH, Harvey L. "Contingencies of Professional Differentiation." American Journal of Sociology 63 (January, 1958) 410-414.

During periods of change, many problems of modern professions come to light. There may be wide divergencies of opinion between the rank and file of the professional association and the leadership. The leaders of the profession may desire changes which the rank and file do not. Neighboring professions may be in competition, and inevitably one has to become subordinate to the other. The skill on which the profession is based may not be uniformly distributed throughout the profession. However, the general public is generally unaware of differentiations within a profession and tends to generalize according to the established image.

160. SMITS, Stanley. Rehabilitation Counselor Recruitment Study, Final Report. (Washington, D.C.: Department of Health, Education and Welfare, Vocational Rehabilitation Administration, September, 1964).

The demand for rehabilitation counselors, increasing yearly due to both high turnover rates and an increasing demand for services, greatly exceeds the supply. The training programs spon-

sored by the Vocational Rehabilitation Administration do not fill the demand. Thus, counselors are often recruited from other, allied occupations. Inherent in this type of recruitment is the problem of differential training. In addition to recruitment competition from adjacent fields, increasing requirements for positions as counselors, low salaries, and the red-tape inherent in public agencies, make the recruitment process difficult.

161. STEVENS, V.S. "Selecting Vocational Counselors." Occupations 25 (December, 1946) 157-160.

Vocational rehabilitation counselors should be selected by testing. However, the test should be one that objectively measures knowledge of the field of vocational counseling and occupations rather than one based on personal attributes hypothesized to be indicative of success in the field.

162. STRAUS, Robert. "Social Change and the Concept of Rehabilitation." in Sociological Theory, Research, and Rehabilitation edited by Marvin B. Sussman and Gresham Sykes. (Washington, D.C.: American Sociological Association, Forthcoming).

The history of rehabilitation legislation closely parallels legislation pertaining to health and welfare activities. Concern for rehabilitation has combined humanitarian and utilitarian motives. There has been an increasing tendency for the federal government to assume responsibility in coordinating efforts of local government and private resources and in establishing and enforcing standards. A concern for the well-being of all has made the criteria for rehabilitation eligibility broader. Medical advances have played an important role in rehabilitation.

163. SUPER, Donald E. "The Professional Status and Affiliations of Vocational Counselors." in Man in a World at Work edited by Henry Borow. (Boston: Houghton Mifflin, 1964) 557-585.

While there has been a gradual upgrading and clarification of professional roles in rehabilitation counseling, many argue that the rehabilitation counselor should be restricted to the dissemination of vocational information since he is poorly equipped to do anything else. Rehabilitation counselors are a very self-conscious group professionally. Four problems contributing to the lack of professionalization are low salaries, the inter-disciplinary nature of the field with its lack of a unique body of knowledge, absence of agreement on the precise nature of the occupation, and the competing professional associations which make it difficult for the field to develop a professional identity.

164. SUPER, Donald E. "Transition: From Vocational Guidance to Counseling Psychology." Journal of Counseling Psychology 2 (Spring, 1955) 3-9.

While the American Personnel and Guidance Association was the principal professional association in the field for many years, it is now encountering competition from the Counseling Division of the American Psychological Association, whose membership is a more stable group of persons committed to the specific field. It is the American Psychological Association that has set counseling standards while the American Personnel and Guidance Association still remains somewhat of an interest group rather than a professional association.

165. SUSSMAN, Marvin B. "Occupational Sociology and Rehabilitation." in Sociological Theory, Research, and Rehabilitation edited by Marvin B. Sussman and Gresham Sykes. (Washington, D.C.: American Sociological Association, Forthcoming).

Rehabilitation counseling, viewed as a marginal profession, is considered within the context of occupational sociology, with emphasis on definitions, problems, and consequences of professionalization. The rehabilitation counselor differs from other emerging professionals in certain of the core characteristics of professionalism. While he has a high service orientation, the body of knowledge is eclectic rather than systematic, and, because of the high degree of government control, his autonomy is limited. Whether these variations will prevent emergence of the rehabilitation counselor as a "full" professional over time remains an issue for further consideration. He may be aided in his quest for professionalization by the expansion of rehabilitation services which is concommitant with wider definitions of rehabilitation needs.

166. TAVES, Marvin J. et al. Role Conception and Vocational Success and Satisfaction. Ohio Studies in Personnel, Research Monograph #112. (Columbus: Ohio State University, 1963).

People tend to identify themselves and are identified by others in terms of their occupation. Role consensus within an occupation enhances the self-image of the incumbents. If the image of the occupation is favorable, because it permits fulfillment of ambition and success drives, then membership in it is likely to be seen as personally rewarding. In a study of nurses, it was found that satisfaction was directly associated with achieved rank; the higher the rank, the greater the degree of role consensus.

167. TAYLOR, Miller Lee and Roland J. Pellgrin. "Professionalization: Its Functions and Dysfunctions for the Life Insurance Occupations." Social Forces 38 (December, 1959) 110-114.

Professionalism is a social product of the reciprocal interrelations between the occupational structure and social institutions. There is a tendency for occupations that require advanced training, education, or technical skill to put forth claims to professional status, seeking legal certification and its accompanying monopolistic advantages. While professions have been growing quantitatively, their qualitatively distinct characteristics have become diluted and their influence on occupational behavior is doubtful.

168. THOMAS, Edwin. "Role Conception and Organizational Size." American Sociological Review 24 (February, 1959) 30-37.

This study of public assistance bureaus in Michigan, which differ greatly in size, found that specialization of function existed only in the larger offices. Role conception differed according to the size of the office. In the smaller bureaus, a greater degree of role consensus existed between workers and supervisors.

169. TICKTON, S.G. Rebuilding Human Lives: The Rehabilitation of the Handicapped. Part One: "Trained Rehabilitation Workers: How Much are They Paid? A Comparision of Salaries with Other Occupations." (New York: The Seventh Co., Inc., 1957).

The salaries paid rehabilitation workers are inadequate and explain, in large measure, the lack of professionally trained people in the occupation. When compared with salaries of public school teachers, taking into account the number of days worked by each, rehabilitation salaries are lower. Salaries paid by the federal government tend to be higher than those paid by other employers.

170. USDANE, William M. "Rehabilitation Counseling." in Handbook of Counseling Techniques. (Oxford: Pergamon Press, 1964) 274-292.

Rehabilitation counseling is an emerging profession. Techniques of counseling are being organized into the unique body of knowledge necessary for the occupation to become a profession. Public sanction of the occupation is exhibited by government supported training programs. The two associations which should represent the field are the American Rehabilitation Counseling Association and the National Rehabilitation Association.

171. UNITED STATES DEPARTMENT OF HEALTH, EDUCATION AND WELFARE. State Salary Ranges. (Washington, D.C.: Department of Health, Education and Welfare, January 1, 1965).

High mean salaries for counselors is $7,341, low is $5,888. Salaries are higher in the West, and lowest in the North Central and North East regions.

172. VILLENEUVE, Rudolph. The Social Worker: A Study in the Sociology of the Professions. (Unpublished Ph.D. Dissertation, Fordham University, 1953).

A profession must meet four criteria: (1) it must have a well-defined function and a recognized body of knowledge; (2) the practice of the occupation must be limited to those with approved preparation; (3) the practioner must be compensated and respected as a professional; and (4) a professional organization, with a code of ethics and a philosophy, must exist. In light of these criteria, social work is an emerging profession; it has yet to achieve full professional status.

173. VOCATIONAL REHABILITATION ADMINISTRATION. Characteristics of Vocational Rehabilitation Counselors Hired by or Separated from State Vocational Rehabilitation Agencies During Fiscal Year 1961. Regional Representatives Memorandum #63-23. (Washington, D.C.: Department of Health, Education and Welfare, Vocational Rehabilitation Administration, March 7, 1963).

During 1961, 312 counselors were hired and 186 separated from state rehabilitation agencies. Differences between the two groups as to sex, age, amount of education, and educational background were negligible. Of the 186 who left, 75% left voluntarily, because of low salaries and lack of opportunities for advancement.

174. VOLLMER, Howard M. and Donald L. Mills. "Some Comments on 'The Professionalization of Everyone?'" American Journal of Sociology 70 (January, 1965) 480-481.

The concept of profession should be used as an ideal type or model and professionalization should refer to the social processes whereby an occupation takes on one or more of the elements of the ideal type. Thus, an occupation may show professionalism without professionalization or vice versa.

175. WALSH, James Leo. The Professions: Core and Marginal. Paper read at the Ohio Valley Sociological Society Meeting, Lexington, Kentucky, May 7, 1965.

Profession is a variable best defined by the client's knowledge of professional skills, the social identity of the professionals, and the communication process. Client's knowledge of professional skills is high in the marginal professions and low in the core professions. The communication process is direct in the core professions and indirect in the marginal professions. In the core professions, the social identity is directed towards the practice of the profession rather than its formal structures and/or organization. In the marginal professions, goals are directed mainly towards the achievement of economic independence.

176. WARDWELL, Walter I. "Social Integration, Bureaucratization and the Professions." Social Forces 33 (May, 1955) 356-359.

Professional roles, characterized by high specialization and proficiency within a relatively narrow range of knowledge or skill, are usually carried out in a "group of equals" without distinctions of rank or status. Despite some tendencies towards employment in bureaucracies, professional roles are generally resistive of bureaucratization.

177. WESSEN, Albert F. "The Apparatus of Rehabilitation: An Organizational Analysis." in Sociological Theory, Research, and Rehabilitation edited by Marvin B. Sussman and Gresham Sykes. (Washington, D.C.: American Sociological Association, Forthcoming).

Rehabilitation is a social movement which developed out of the public's demand for action in caring for the needs of special groups such as crippled children and disabled veterans. Although the philosophy of rehabilitation is a holistic one, there has been a tendency to dichotomize into medical and non-medical spheres. There is an urgent need for research on different types of rehabilitation institutions in order to establish the conditions under which each can operate most effectively; the need is to eliminate current duplication and fragmentation of efforts.

178. WHITEHOUSE, Frederick A. "Teamwork - A Democracy of Professions." Exceptional Children 18 (November, 1951) 45-52.

Some of the factors hindering teamwork are: (1) professional people are not necessarily cooperative; (2) previous experience may have been professionally isolated; (3) long education in a

profession breeds the assumption that treatment is centered about that profession; (4) group members tend to report rather than interpret; and (5) the age-old problem of domination and vested interest of the professions.

179. WHITTLEN, Alma S. "The Teacher." Daedalus 92 (Fall, 1963) 745-763.

The teacher is a professional because she has an abstract body of knowledge (methods of teaching) and a service orientation. However, due to the unique situation of education, where lay people determine what is to be taught and how, she lacks the autonomy usually thought characteristic of a profession.

180. WILENSKY, Harold L. "The Professionalization of Everyone?" American Journal of Sociology 70 (September, 1964) 137-158.

While many occupations claim professional status, specialization alone does not make a profession. To be considered a profession, an occupation must have a technical basis for it, assert an exclusive jurisdiction, link both skill and jurisdiction to standards of training, and convince the public that its services are uniquely trustworthy. The process of professionalization begins with the establishment of training programs and the formation of a professional association accompanied by an effort to separate the competent from the incompetent. Political agitation to win legal support for the occupation often follows. Organizational threats to autonomy and the service ideal as well as threats to exclusive jurisdiction constitute barriers to professionalization.

181. WILLIAMSON, Edmund G. and Edward S. Bordin. "Occupational Rehabilitation Counseling." Annals of the American Academy of Political and Social Science 239 (May, 1945) 175-181.

The rehabilitation counselor performs services in the areas of aptitude testing, securing of occupational information and financial assistance for training and re-training, as well as job placement and counseling. The degree of specialized knowledge required of the rehabilitation counselor distinguishes him from the general counselor.

182. WRENN, C. Gilbert. "The Professions and Professional Membership." Occupations 30 (October, 1951) 24-29.

Professional associations in counseling, where often there is no licensure or certification, demand that applicants for membership meet certain standards of education and experience.

As the field grows, higher standards are often imposed by the professional association. However, these efforts are often resisted by the membership who are concerned with their immediate security rather than with the future of the profession.

183. WRIGHT, Helen R. and Mary E. MacDonald. "Staff Needs in Vocational Rehabilitation." Social Service Review 18 (June, 1944) 170-188.

The primary function of the rehabilitation counselor is vocational placement whereas the psychologist's primary function is in the areas of teaching and research. The counselor should be oriented towards the coordinator's role, leaving the face-to-face counseling for the psychologist, as the level of training of the rehabilitation counselor prepares him only for the less complex work.

INDEX

PROFESSIONALISM

#	3	31	56	74	93	124	138	155	167	176
	8	33	63	75	96	125	141	159	170	179
	10	37	68	79	97	126	143	163	172	180
	23	45	69	90	98	132	144	164	174	182
	24	55	70	92	123	134	146	165	175	

CAREER AND CAREER CONTINGENCIES

#	4	14	28	38	54	82	103	115	149	171
	5	15	29	42	57	83	104	118	151	173
	6	17	30	44	58	88	108	122	152	
	9	18	32	47	59	91	109	127	156	
	11	21	34	49	66	94	110	136	160	
	12	22	35	50	80	98	113	140	161	
	13	25	36	51	81	102	114	142	169	

ROLE

#	2	46	64	78	98	107	131	148	168
	7	48	67	80	99	108	139	154	178
	16	49	71	82	100	109	143	157	183
	39	52	76	93	101	120	144	158	
	40	62	77	95	104	130	147	166	

STATUS, MOBILITY, AND PRESTIGE

#	24	73	101	112	144	153
	65	89	105	116	145	

REHABILITATION: PROBLEMS, DEFINITIONS, AND HISTORY

#	1	36	53	77	87	111	128	137	154	170
	19	39	60	82	105	117	129	147	160	177
	20	41	61	84	106	119	130	148	162	178
	26	43	62	85	109	121	133	150	164	181
	27	49	72	86	110	123	135	152	169	183